

SKILLS INITIATIVE FOR AFRICA (SIFA)

CONCEPT NOTE: TVET COUNTRY PROFILE

1. Introduction

TVET Country profiles for 55 Member States will be collated and published on the African Skills Portal for Youth Employment and Entrepreneurship ([ASPYEE](#)). A single source overview of the TVET governance, strategies, implementation modalities for all African Countries does not exist, therefore ASPYEE will be the first to provide this vital information. There are several challenges related to data availability and collection that have resulted in inconsistent and outdated information pertaining to several African countries. The process of updating these TVET country profiles will include annual review and updating of information initiated by the ASPYEE team. The process will be supported by follow-up forms and surveys to keep up with emerging and recent information. Member countries will be involved in the process of collecting, validating, and updating, in a bid to create ownership, and value of the latest available data. Consider use for benchmarking or peer learning, and by regional and continental body for policy frameworks

2. Target Audience

The primary audience: in country stakeholders

- Policy makers
- TVET institutions¹
- Associations organising TVET institutions
- Qualifications Authorities
- Private sector associations
- Skills development entities

Secondary users will include:

- Other development agencies.
- Skills and Employment practitioners.
- Researchers.

3. Purpose

The TVET Country profile aim to provide a country-level baseline of data and information on the fundamental aspects that shape TVET in each country's context. Once collated and published will provide the opportunity to:

- Categorise and compare countries,

¹ TVET Institutions includes Colleges, Polytechnics,





- Identify good practices-in relation to country-level: policy, transformation processes, strategies, and governance arrangements.
- Build on the baseline information to develop a database of indicators related to more detailed information in the form of a dashboard on ASPYEE of the status on TVET in line with the Continental TVET strategy.
- Grow the knowledge base of African TVET Systems.
- Establish an evidence-base for collaboration and discussion amongst member states -such as regional discussion on the state of TVET, Continental-level discussion on overriding themes, challenges and good practices that emerge from the data.

4. Content

The content aims to provide an overview of critical building blocks that impact on TVET within the skills and employment landscape:

- Legislation and official organising arrangements of TVET in relation to policies, governance and implementing structures.
- Demand-side aspects that can potentially impact on TVET and funding arrangements.
- Critical youth related statistics that provide a quantitative overview.
- Summary of official registered TVET Colleges (both private and public).

Diagram 1: TVET Country profile: Infographic layout

Status of youth employment and development			
<p>Youth Population {Youth population rate% or number of youths}</p> 	<p>Youth Unemployment Rate {Youth unemployment rate% or number of youth unemployed}</p> 	<p>NEET Rate {The rate of youth Not in Education, Employment and Training}</p> 	<p>Youth in TVET {The number of youths in TVET institutions}</p> 
Status of TVET System			
<p>Policies Policy documents and legislation related to TVET</p>	<p>Governance Official organising arrangements</p>	<p>Implementing structures Overview of bodies and association responsible for implementing governance arrangements and legislation aspects such as accrediting training providers offering training and education</p>	

Private sector Engagement {The business community's role in the TVET system}	TVET Institutions {Number of registered TVET Institutions}	Funding Sources {Funding sources to maintain the TVET system}
Informal Sector Employment {Employment in the informal sector- per sector}}	Formal Sector Employment {Employment in the formal sector- per sector }	Youth in Informal sector {number/% of youth participating in the informal sector }

5. Phases

Working at the level of collection and publication across all 55 member countries.

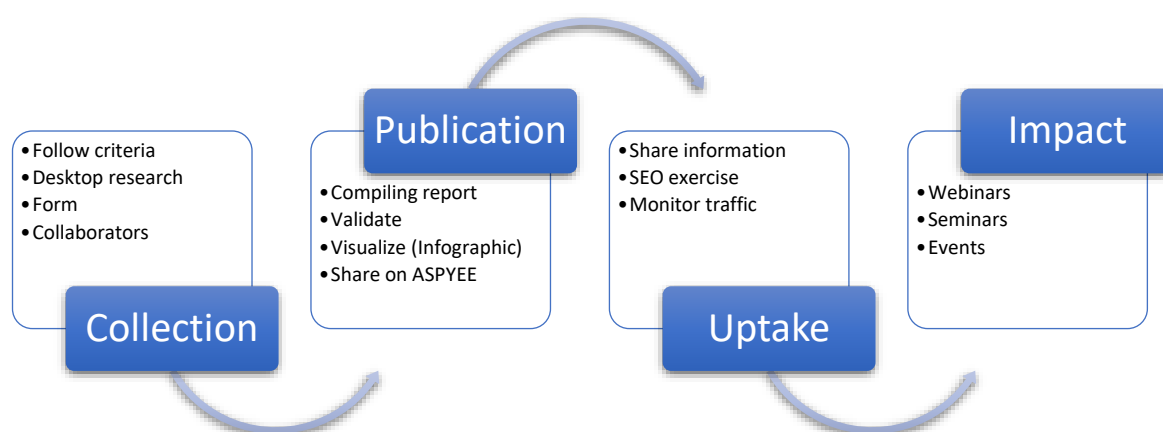


Figure 1: Adapted from- Source: Open Data Watch: "Data Value Chain" model

5.1.1. Collection

- Selected indicators (see Diagram 1: TVET country profile: infographic) where data is potentially available.
- Collaborating with ILO-skills and employment country profiles, UNEVOC-database of country profiles, Regional Coordinators, Finance Facility Consultants.
- Working through relevant government ministries to collect data utilising the online form

- Importance of collaboration given that data not always readily available, challenges around currency and that as SIFA we work to avoid duplication.
- [Form](#)

5.1.2. Publication Process

- Before publishing data on ASPYEE it will be validated through SIFA Focal Persons and Ministries
- Design the 'look and feel' and infographic
- Establish and publish a process on ASPYEE for how content can be updated on a regular basis and where member countries can continuously provide information.

5.1.3. Uptake

- Share the information- ASPYEE. Create awareness through different communication strategies such as social media, linking with websites and through communication from our political and implementing partners AUC and AUDA-NEPAD.
- Form part of the Search Engine Optimisation (SEO) exercise, bringing users to view data, ensure ongoing validating and updating.
- Monitoring traffic on ASPYEE to country profiles on ASPYEE

5.1.4. Impact

- Frame key themes, challenges, barriers, and good practices that emanate from the data
- Arrange webinars, seminars, side-events linked to AUC and AUDA-NEPAD events to engage key stakeholders on framing challenges and defining solutions in a collegial space
- Frame challenges and define solutions in a collegial space.
- Creating private sector dialogue on employment-oriented skills development.

6. Key principles

The work of collecting, analysing, and publishing the TVET Country profiles for all Member States will be underpinned by key principles:

- Validation is critical to facilitate ownership of the data. However, since this will be an-ongoing process recognising gaps and changes to data, a process enabling this will be established and communicated.
- Provide an overview of data that is a contributor to evidence-based decision-making and to inform strategy level discussion at country, regional and continental level.

[LINK TO THE FORM](#)